

There is a natural instinct of play. It is an inner and true interest which has been brought forth from our parents and has come down through the development of the ages. It is because of this instinctive form that children become the adults they do. Children like to imitate and they receive their examples from their parents who in turn took the interests of their parents. This form of instinctive play can be seen when girls play house and boys pretend to go to work. Children have a great imagination and they wish to express this and their other abilities so therefore they play—the kind that will enable them to achieve success in order to satisfy their abilities; to bring out imagination and imitative powers; and to show their personality.

This instinctive power is the basic form of play and leads to further subdivision. Every living organism, in establishing metabolism has energy which the body stores and at sometime is forced to give out. When this time arises the only natural way for children to use it is in the form of play, because they have not the necessity or mentality to do other higher things. Their physical powers are great enough to meet the rate of activity expended. In this way it is very helpful in providing exercise for the child. This type of play is most beneficial in promoting growth and development.

Prog. varies according to.

- |                 |                |
|-----------------|----------------|
| 1. Age ✓        | 6. Equipment ✓ |
| 2. Interest ✓   | 7. Leaders ✓   |
| 3. Facilities ✓ | 8. Space ✓     |
| 4. Location ✓   | 9. ✓           |
| 5. Expense ✓    | 10. ✓          |

### Factors in Program Planning

- |                                 |                       |
|---------------------------------|-----------------------|
| 1. Variety ✓                    | 4. Evening Programs ✓ |
| 2. Leaders have faith in them ✓ | Special Events ✓      |
| 3. Co-ordination ✓              |                       |

### Preparing for Program

- |   |   |
|---|---|
| 1. Alternating ind. & group games ✓             | 9. Honor tribe kids. ✓                    |
| 2. " " " " " " " " ✓                            | 10. Act. for large groups ✓               |
| 3. If people not found, carried on & not quit ✓ | 11. Act. to stress co-operation & comp. ✓ |
| 4. Leaders have word ✓                          | 12. Act. to suit season, etc. ✓           |
| 5. Children " " " " ✓                           | 13. ✓                                     |
| 6. Act. progressive & climactic ✓               | 14. ✓                                     |
| 7. Act. for group rather than Indiv ✓           | 15. ✓                                     |
| 8. Plan special days with other ✓               | 16. ✓                                     |

### Equipment & Supplies

- |                   |                              |
|-------------------|------------------------------|
| 1. Hard surface ✓ | 6. Apparatus ✓               |
| 2. Lighting ✓     | 7. Drinking fountains ✓      |
| 3. Jumping pits ✓ | 8. Tennis courts, diamonds ✓ |
| 4. Grassy spots ✓ | 9. Fencing ✓                 |
| 5. Shaded areas ✓ | 10. Regulate temps. ✓        |

### Miscellaneous Admin

- |                          |                                 |
|--------------------------|---------------------------------|
| 1. Apparatus checked ✓   | 7. Clean-up ✓                   |
| 2. " " " " " " " " ✓     | 8. Checking out supplies ✓      |
| 3. First Aid ✓           | 9. Rules for use of buildings ✓ |
| 4. Personal reports ✓    | 10. Room's Telephone no. ✓      |
| 5. Records ✓             | 11. ✓                           |
| 6. Cartons to visitors ✓ | 12. ✓                           |

### Weekly Report

- |                              |       |
|------------------------------|-------|
| 1. No. of children ✓         | 7. ✓  |
| 2. Weather conditions ✓      | 8. ✓  |
| 3. No. of boys & girls ✓     | 9. ✓  |
| 4. Visit to other play gr. ✓ | 10. ✓ |
| 5. Accidents ✓               | 11. ✓ |
| 6. Volunteers ✓              | 12. ✓ |
| 13. ✓                        | 13. ✓ |
| 14. ✓                        | 14. ✓ |

### General Procedure

- |                            |                         |
|----------------------------|-------------------------|
| 1. Act                     | 4. Sermons.             |
| 2. Group games after lunch | 5. Time for clubs, etc. |
| 3. Sermons after           | 6. Evening prog.        |



B.

## Theory of Play.

L. Creighton.

Boys and Girls should be separated for their physical activities —

Why —

1. Because the physical structure of a girls body will not allow for the roughness, strength and endurance used in boys games.
2. Some of the activities of boys are not worthy of imitation for girls.
3. Girls would rather play for fun and enjoyment while boys play for the real spirit. ?
4. Girls play for pleasure while boys play to achieve a high position in the athletic world. ?

When —

1. Girls should be separated from boys at the age of thirteen for Physical Activities.
2. Boys at the age of fifteen.

In What Cases

1. Boys and girls should be separated for such games as baseball, soccer, boys basketball and hockey.



Boys and Girls should take part in physical activities to-gether—

"Why"

1. Girls playing with boys gives them the sense to play fair and enables them to be able to "take it" - *W*
2. Both sexes' bodies are suited for the same physical strain and their interest in games are the same.
3. So there will be a happy medium between both sexes for any social activities.

"When"

1. Girls eight to thirteen and from sixteen to eighteen.
2. Boys from eight to fifteen and from seventeen or eighteen onwards.
3. *There should be actv. together all the way*  
*( "In What Cases" )* *can't be*

"In What Cases"

1. Boys and Girls play to-gether for out-door games as tennis, golf, etc., and "tick-the-can", "prisoner's base", "hide-and-go-seek".



## Theory of Play.

L. Creighton.

II. (A) An attitude is what one wants to do himself.

(B) Character depends on how one produces his attitudes. - yes, how one acts.

(C) Play activity can contribute to the building of a good citizen because a person learns right from wrong, sportsmanship, how to make decisions and to co-operate with others.

Also desirable leisure time activities, health, leadership.

III. Individual Physical Activities.

1. Roller-skating.

2. Climbing trees.

3. Skipping.

4. Jumping.

The 6-9 Betty is individualistic, she likes to do these activities by herself so she can make mistakes and correct them herself, and is able to do them perfectly before she competes with anyone else.

B. Group Games.

1. Slap Jack.

2. Pom, Pom Pullaway.

3. Cat and Mouse.

4. Blind Man's Buff.

Betty at the age 6-9 likes to be "it". The winner or champion of games and likes to show-off that is why group games appeal to her.



IV Qualifications an activity must have for health of child:-

1. Must be spontaneous ✓
2. " " joyous ✓
3. " " rigorous ✓

Planned for the particular age.  
Participation rather than observing  
Planned with rather than for  
the child

V Values of a balanced program.

1. Leads to further interest.
2. More healthful ✓
3. Includes everyone.
4. Skills -

hobbies

8 vocations

Satisfaction - personal security  
self-direction  
leadership

Social Integration  
Mental & Emotional Stability



# Organization and Administration of Playgrounds and Recreation.

## Chapter II The City Creates Problems.

Opportunities for activities cut down:  
Purchased toys and playthings have replaced the natural playthings of the farm.

Values are in participation. The value of activities is only in the doing never in the witnessing. The Threshing and picnic days are gone - the child actually participated in these activities. The cutting down of the wholesome type of activities and the increased number of unwholesome activities in cities have thrown upon the community a tremendous burden which is not being carried.

Commercial recreation: I do not want to claim that all commercial rec is bad - The objection to this is that it emphasizes the place of the spectator and minimizes the place of the participant. Here are the activities everybody wants - activities which have been the heritage of the race - activities which have produced the heroes of the world - and they say "A dollar apiece" to each one.

The Police Dept. statistics of N. Y. C. show that in one mon. of this yr. 42 children were killed playing in the st. and that 1,124 were injured.



## Chapter III Meeting the New Demands.

The changing school: The fight in the last 25 yrs. has been merely to push public schools ed. up to a higher limit.

The Park: The park was originally interested in landscaping and formal gardens - Instead of attracting women & children to them to enjoy their beauty, the parks attracted loafers who occupied the benches - at a recent convention of park supts. one hears more references to recreational activities than to landscaping features. Parks were called the "play grounds of the people".

4 distinct stages may be noted in the development of the playground movement.

I The Charity Stage - 1<sup>st</sup> playgrounds were for children of poor.

II The Park Stage - parks weren't properly located. Many supts. were dominated with the idea that activities would destroy the parks.

III Playground & recreation Commission stage - No class could be kept upon what per cent of the children were using the playground. Summer playgrounds are open on fall time.

IV The School stage - With the new inteputation that is being placed on Phy. ed., the school is able to assume the respon. & the full out-of-school play time of the children.



### Problems:

1. Space.
2. Streets not safe.
3. Working conditions.
4. Spectator - Commercial.
5. Lack of equipment.
6. Absence of open spaces (natural surroundings).
7. Unwholesome activities.
8. Financial.
9. Shortage of leadership.
10. Travel.
11. Living conditions.

*Change in last 50 yrs.*  
Commercialization of Activity.

Clothing.

Attitude Towards Activity.

### 1. Organization.

Y. M.

Y. W.

Church.

Playground assoc.

C. L. J. T. etc.

Clubs - Service.

Community Leagues.

Charity Organ.

Womens.

Local Councils.

Play is not idleness nor recreation.  
Play is carried on thru childhood to adult-  
hood. Play is created - Recreation is  
recreated. Play is not amusement.  
(applied with form and) Amusement on higher



level is entertainment. Entertainment contains an element of appreciation. Many entertainment leads to further interest.

Play & Physical Education is practically the same. If there is play in it, then there is an inner interest rather than force.

Play and life. Play is a life interest. Most concordant interest is in youth. Play attitude should be apparent in work as well as recreation.

Objectives.

Immediate

Intermediate

Remote.

The immediate objectives represent present activities the child is interested in.

Teacher has remote objectives and child is unconscious of it.

Intermediate remote  
Character, - citizenship.  
Habit, attitude, skills. Health.  
Leisure Time.

Immediate  
Intermediate  
Activities

Child's level of interest.

Question of choice of Activities. Some lead on to other. Thus desirable kind. Basis: According to child's interest, social experience.

Activity must be:-

Intrinsic, rather than extrinsic.

Must provide participation rather than on-looker.

Planned with rather than for.